



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

COMMUNITY CIVICS. By Maud Elma Kingsley and Frank Herbert Palmer. The Palmer Company: Boston. 1914, 1916, 1917. 30 cents each.

This work consists of three outlines in elementary community civics, city school edition, in advanced community civics, high school edition, and in elementary community civics, town and rural school edition. The outlines are for the use of the pupils and are made on the loose leaf plan. Their purpose is to aid the pupil in selecting the facts that are really essential in an understanding of present day community problems through giving him first hand knowledge of them and making him conscious of his responsibility for the common welfare. The outlines are practical and useful and meet a real need in the teaching of the important subject of civics. The pupil is encouraged and assisted by them to collect information relating to his own community life.—E. W. K.

BAMESBERGER, VELDA C. Standard Requirements for Memorizing Literary Material. University of Illinois, Urbana, 1920.

Every superintendent and principal now at work revising his course of study for the elementary school or contemplating changes in such course of study should get this bulletin and use it most religiously. It is carefully and painstakingly done, well-written and exceedingly fertile in suggestions both practical and theoretical.

A collection was made of 200 state and city courses of study distributed over the United States. For various reasons 150 of these were discarded and a study made of the literary material listed for memorizing in the remaining fifty courses.

The list of literary material thus secured was classified under various headings:

- (a) The list of poems mentioned five times or more.
- (b) The list of grades to which each poem was assigned.
- (c) The preferred list of poems for memorizing.
- (d) The list of authors and their relative importance as indicated by the number of selections chosen from each one.
- (e) The amount of poetry required to be memorized.
- (f) The list of proverbs and biblical material called for in these courses.
- (g) The amount and nature of prose material demanded for memorizing.

If literary taste can be at all determined for a nation by the sort of literature taught to the children in its schools we shall do well to give greater attention to the sort of literary material required for memorizing as well as for reading in our elementary grades. We

may not be able to teach literary appreciation as such but we can largely determine the literary pabulum with which our children shall be fed.—L. A. W.

The University issues as Bulletin number 181, Extension Series number 39, of *The Record*, a pamphlet on the "Teaching of Geometry" by Dr. Archibald Henderson, head of the Department of Mathematics.

In it the aims and results of geometrical study, the problem of instruction from the viewpoint of teacher and taught, mathematical methods as applied to geometry are considered at length and in detail.

Professor Henderson has the idea that each student of geometry is a potential geometric investigator and should be treated as such. With this in mind the body of his paper centres around the problem of research in geometry.

Interesting details as to method and helpful bibliographical references are to be found.

The work is primarily for the teacher of geometry.

CO-OPERATIVE WORK IN THE DURHAM SCHOOLS

By EDWIN D. PUSEY

Superintendent of the Durham City Schools

DURING the school year 1915-1916 a study was made of the causes leading to the elimination of boys in the sixth, seventh, and eighth grades in the Durham City Schools. It was soon learned that most of the cases of elimination in these grades had a similar history; a lack of interest in some one study, a failure in this study, irregular attendance, unsatisfactory work in all studies, disorderly conduct, withdrawal from school. The classes in the schools were rather large, so large that it had been impossible for the teachers to give the individual attention needed in many cases. If conditions were to be improved classes must be made smaller, pupils grouped more according to ability, and perhaps some changes made in the course of study. The financial situation did not permit of the employment of more teachers nor the providing of additional class-room facilities. It was decided, however, to secure a special teacher for the more difficult cases, to give the boys individual instruction in the academic subjects in which they were losing interest and to correlate their work as closely as possible with the work in the manual arts department. A teacher who had had special preparation for work of this character was chosen to take charge of the class. She was not tied down to any course of study, she offered a boy work